


LCohen	hallo 😊	
19:29	mib_wgwy5n	Ms.Cohen its Jennifer again. Would my same topic be more narrow is I say "how determination leads to people achieving their goals"
19:30	LCohen	Yes, that is more narrow as it poses a cause/effect question, but it is still quite broad. Also, you're running into the issue that this is not really an argument, it's a fact (is one way to achieve a goal to be motivated? yes. This does not really require research to answer.)
19:31	mib_wgwy5n	what about how incentives/personal satisfaction can motivate someone to achieve a said goal
19:32	LCohen	Yes, that is further narrowed, but it is also in the "fact not argument" category. And it is quite broad.
19:33		*** Syntia joined #cohenli_test_channel
19:33	mib_wgwy5n	if I can turn that into a question?
19:33	LCohen	Hi Syntia!
19:34	LCohen	We are talking to Jennifer Hardy, from block 1. You may know each other.
19:34	LCohen	She has asked about the research question she's working on right now, "what about how incentives/personal satisfaction can motivate someone to achieve a said goal"
19:34	LCohen	we're talking about how it's broad/the need to narrow to a more specific/concrete topic.
19:34	LCohen	feel free to chip in on that or ask your own question
19:35	Syntia	Hey Ms. Cohen. Hope you're having a good weekend and hey Jennifer. I think i'm having the same problem. well not think, i know for sure I am.
19:35	mib_wgwy5n	Hi
19:35	LCohen	Haha, ok. What is your current topic/question, Syntia?
19:36	LCohen	One way to narrow the question is to relate it to things you know about. So for example, for you, Jennifer, you may ask, What motivates a student to enroll in the IB Programme?
19:37	mib_wgwy5n	To learn how to write better and to get an IB diploma
19:37	Syntia	basically, i'm questioning how society would be if innate characteristics existed. My argument is, if innate characteristics existed, it would be non-influential fate.
19:38	LCohen	Innate characteristics do exist... And that's a good start Jennifer. Do you think, for example, getting an IB diploma is more intrinsically or extrinsically motivated?
19:40	mib_wgwy5n	intrinsically I guess
19:42	LCohen	well, this might be something interesting to test. Do you think Douglass was more motivated to read intrinsically or because of the external benefits it could bring? He says that at first there was no

		"reward" for learning how to read because it just exposed how awful his situation was
19:42	Syntia	I'm trying to argue that if there are already predetermined traits existing in a person, then basically, how reliable/influential are punishments, schooling and rewards.
19:43	LCohen	There are a couple of people that write about the science behind choice: Brian Greene, a physicist, and Jonah Lehrer. They talk about these ideas on Radiolab a lot. It may give you ideas of other places to look. A very interesting question, Syntia.
19:44	mib_wgwy5n	He was probably trying to do for himself. Just to gain that new knowledge
19:44	LCohen	You may remember this Radiolab show, "Mischel's Marshmallows": <a href="http://www.radiolab.org/blogs/radiolab-blog/2009/mar/09/mischels-marshmallows/">http://www.radiolab.org/blogs/radiolab-blog/2009/mar/09/mischels-marshmallows/</a>
19:44	mib_wgwy5n	He didn't know that it would have any other benefits really
19:45	LCohen	Well, maybe look at his writing (Douglass) to see if you can tell from what he's written. If not, maybe choose something you have more conclusive evidence on. So much research has been done on this nature/nurture question though. The key is to apply it to something concrete-- like the IB programme, or Syntia, maybe the consequences of standardized tests or
19:45	LCohen	specific school activities (grades, behavioral consequences, etc.)
19:46	LCohen	what is your "core essay", Syntia?
19:46	Syntia	It is "The Blank Slate"
19:46	mib_wgwy5n	Would the IB program have to be in the question then?
19:47	LCohen	if you want to narrow the scope of your essay, yes. However, this is just an example I came up with of something that might be more concrete. I can't tell you what topic you should do-- it's an important part of figuring out what research is all about
19:48	LCohen	have you seen the links on 'The Blank Slate' on Cohen Handouts, Syntia?
19:48	LCohen	<a href="http://cohenhandouts.wikispaces.com/Language+and+Composition">http://cohenhandouts.wikispaces.com/Language+and+Composition</a> . There are some on that page and in the Winter Break Blog Posts archive
19:49	mib_wgwy5n	what if I qualify it to something. Like a certain group of people
19:50	LCohen	Right. But you should specify the group. Perhaps looking at the synthesis questions from past exams would help-- notice to what extent they ask about broad/big questions and to what extent they are narrowed through something concrete
19:50	LCohen	<a href="http://apcentral.collegeboard.com/apc/public/exam/exam_information/index.html">http://apcentral.collegeboard.com/apc/public/exam/exam_information/index.html</a>
19:50	LCohen	Syntia, for example, there are tons of great specifics and relevant

		sources mentioned in:
19:50	LCohen	<a href="#">NewYorker Menand crit Pinker.pdf</a> 
	Syntia	For our topics, is it safer to stay under a certain theme and relate all our examples and sources to that one and specific theme?
19:55	LCohen	versus?
19:55	mib_wgwy5n	Ok what about this: develop a position on whether or not incentives should be used on teens to motivate them to complete a task
19:56	LCohen	Also interesting. Maybe less persuasive, more expository: WHAT incentives should parents, teachers, etc. use
19:57	mib_wgwy5n	Like taking away electronics and such
19:57	mib_wgwy5n	money even
19:57	LCohen	Your sources should perhaps limit your scope further, though, Jennifer. Like limit what task all the incentives relate to. Ah, ok. more behavioral type stuff. Yes, I think you could find sources with many different views on this
19:59	mib_wgwy5n	doing well in school
20:00		*** Syntia quit (Quit: <a href="http://www.mibbit.com">http://www.mibbit.com</a> ajax IRC Client)
20:00	LCohen	Jennifer, maybe just ask the question on reading or just on the impact of technology. Makes me think of this article: <a href="http://www.nytimes.com/2011/10/23/technology/at-waldorf-school-in-silicon-valley-technology-can-wait.html?pagewanted=all">http://www.nytimes.com/2011/10/23/technology/at-waldorf-school-in-silicon-valley-technology-can-wait.html?pagewanted=all</a>
20:02	LCohen	I wonder where Syntia went! Perhaps she got disconnected
20:04	mib_wgwy5n	how incentives motivate students to do well in school
20:04	LCohen	This goes back into "that's a fact not an argument"
20:05	LCohen	WHICH incentives motivate?
20:05	mib_wgwy5n	oh
20:05	LCohen	or which are most effective in motivating a certain kind of behavior?
20:05	mib_wgwy5n	so which incentives are most effective in motivating students to do well in school

20:06	LCohen	I have to go, Jennifer. But continue to post questions you have here. That is a start. Work on getting your sources to narrow what kind of skills, what kinds of motivation. Be as specific and concrete as possible. I'll post a pdf transcript of this chat below
20:07	mib_wgwy5n	ok thanks again!
20:07	LCohen	No problem! Thanks for chatting!